

Houghton Mifflin Spelling and Vocabulary
Grade 6
 correlated to
Tennessee Language Arts Standards of Learning

Tennessee Language Arts Standards of Learning	<i>Houghton Mifflin Spelling and Vocabulary</i>
Reading Accomplishments	
6.1.01 Continue to develop oral language and listening skills.	
a. Model active listening in both formal and informal settings.	TE: 19, 31, 37, 133, 139, 205
b. Know and use rules for conversations.	This skill is practiced throughout each lesson.
c. Continue to formulate and respond to questions from teachers and classmates.	TE: 37, 79, 115, 127, 133, 205
d. Organize and share information, stories, experiences, ideas, and feelings with others in both formal and informal situations.	TE: 31, 37, 67, 109, 133, 139, 175
e. Participate in creative responses to text (e.g., dramatizations, speeches).	TE: 31, 67, 91, 109, 133, 139, 175, 205
f. Deliver an oral presentation or recitation that conveys a clear point, using information from any content area and utilizing visual aids for contextual support.	TE: 55, 97, 181, 223
g. Introduce the importance of using correct stress, pitch, and juncture in oral reading and presenting.	
h. Continue to interpret and use a variety of non-verbal communication techniques to enhance meaning (e.g., posture, gestures, facial expressions, tone of voice, eye contact).	TE: 175
6.1.02 Develop an understanding of the concepts of print.	
a. Continue to use parts of text effectively for learning (e.g., title page, preface, table of contents, glossary, appendix, index).	TE: 189, 195, 209, 259
b. Continue to demonstrate knowledge of the structure and organization of various text features to locate information (e.g., headings, key words, graphics, pictures, captions, sidebars).	This skill is practiced throughout each lesson.
c. Continue to recognize that print format varies according to purpose and genre (e.g., prose, poetry, newspaper/magazine, letters, dramas, technical manuals, textbooks).	TE: 27, 33, 35, 39, 45, 63, 69, 75, 81, 99, 105, 117, 135, 183, 213, 219
6.1.03 Expand reading skills through phonemic awareness.	

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a. Continue to develop an awareness of the sounds of language through repeated exposure to a variety of auditory experiences (e.g., poems, music lyrics, books on tape, read alouds).	TE: 31
b. Identify patterns of rhyme and rhythm.	PE: 29 TE: 31, 91
c. Respond to and analyze the effects of sound in language (e.g., alliteration, onomatopoeia, rhythm, accent, rhyme).	PE: 29, 175 TE: 29, 31, 91, 175
6.1.04 Use decoding strategies to read unfamiliar words.	
a. Use knowledge of root words, prefixes, suffixes, and syllabication to decode unfamiliar words.	PE: 26, 38, 68, 74, 102, 108, 116, 126, 132, 139, 140, 150, 152, 168, 170, 182, 188, 204, 218 TE: 26, 38, 68, 74, 102, 108, 116, 126, 132, 139, 140, 150, 152, 168, 170, 182, 188, 204, 218
b. Use context clues to determine unknown words and to discriminate between multiple meaning words.	PE: 68, 74, 128, 182 TE: 68, 74, 128, 182
c. Decode unknown grade level words utilizing previously learned strategies to verify the word's meaning within the context of the selection.	This skill is practiced throughout each lesson.
6.1.05 Read to develop fluency, expression, accuracy, and confidence.	
a. Demonstrate the ability to read fluently with expression, accuracy, and with poise from a variety of texts (e.g. paired reading, choral reading, read alongs, and readers' theater).	
b. Participate in guided reading.	
c. Read using appropriate pronunciation, expression, and rate.	TE: 25, 43, 55, 97, 151, 169, 181, 211
d. Adjust speed based on the purpose for reading.	
e. Read independently on a daily basis.	

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6.1.06 Expand reading vocabulary.	
a. Build vocabulary by listening to literature, participating in class discussions, and reading self-selected and/or assigned texts.	This skill is practiced throughout each lesson.
b. Build vocabulary by reading from a wide variety of print and non-print texts and literary genres.	PE: 23, 29, 35, 41, 47, 59, 65, 71, 77, 82, 95, 101, 107, 113, 119, 131, 137, 143, 155, 167, 173, 179, 191, 209, 215, 221, 227 TE: 23, 29, 35, 41, 47, 59, 65, 71, 77, 82, 95, 101, 107, 113, 119, 131, 137, 143, 155, 167, 173, 179, 191, 209, 215, 221, 227
c. Increase knowledge of roots, prefixes, and suffixes to infer word meanings.	PE: 26, 38, 68, 74, 102, 108, 116, 126, 132, 139, 140, 150, 152, 168, 170, 182, 188, 204, 218 TE: 26, 38, 68, 74, 102, 108, 116, 126, 132, 139, 140, 168, 170, 182, 188, 204, 218
d. Determine the meaning of unfamiliar words using context clues, dictionaries, electronic sources, glossaries, and other resources.	PE: 20, 32, 68, 128, 182, 286 TE: 20, 32, 68, 128, 182, 286
e. Replace unknown words with appropriate synonyms and/or antonyms to determine word meaning.	PE: 20, 31, 48, 49, 56, 61, 85, 86, 92, 103, 120, 122, 140, 145, 157, 158, 164, 175, 193, 194, 199, 212, 228, 230 TE: 20, 31, 48, 49, 56, 61, 85, 86, 92, 103, 120, 122, 140, 145, 157, 158, 164, 175, 193, 194, 199, 212, 228, 230
f. Continue to use appropriate synonyms, antonyms, homonyms, and multiple meaning words in reading, writing, and speaking.	PE: 20, 49, 74, 85, 86, 121, 122, 156, 164, 193, 194, 230 TE: 20, 49, 74, 85, 86, 121, 122, 156, 164, 193, 194, 230
g. Continue to foster word consciousness (e.g., word play, word walls, graphic organizers, nuances of words, new and unusual words to share).	PE: 222–223, 224, 225, 226–227 TE: 222A–222B, 222–223, 224, 225, 226–227
h. Explore mnemonic devices (e.g. rhyming words, vocabulary cartoons, kinesthetic) to acquire new vocabulary.	PE: 29, 175 TE: 29, 31, 91, 175
i. Continue to determine the correct meaning/usage of multiple meaning words.	PE: 68, 74, 128, 182 TE: 68, 74, 128, 182
j. Use the correct word to complete an analogy.	PE: 20, 31, 48, 49, 56, 61, 85, 86, 92, 103, 120, 122, 140, 145, 157, 158, 164, 175, 193, 194, 199, 212, 228, 230 TE: 20, 31, 48, 49, 56, 61, 85, 86, 92, 103, 120, 122, 140, 145, 157, 158, 164, 175, 193, 194, 199, 212, 228, 230

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k. Recognize widely used foreign words (e.g., bon jour; hasta la vista).	PE: 198–199, 200, 201, 202–203 TE: 198A–198B, 198–199, 200, 201, 202–203
6.1.07 Employ pre-reading strategies to facilitate comprehension.	
a. Continue to establish a purpose for reading (e.g., to understand, to interpret, to enjoy, to solve problems, to answer specific questions, to identify information/facts, to discover models of writing).	PE: 21, 27, 33, 39, 45, 51, 57, 63, 69, 75, 81, 87, 93, 99, 105, 111, 117, 123, 129, 135, 141, 147, 153, 159, 165, 171, 177, 183, 189, 195, 201, 207, 213, 219, 225, 231
b. Utilize personal experiences to build background knowledge for reading.	
c. Use previously learned strategies to front load text (e.g., skimming and scanning).	
d. Preview text, using supports (e.g., illustrations/pictures, captions, graphs, diagrams, headings, subheadings, and footnotes).	This skill is practiced throughout each lesson.
e. Identify the importance and the significance of the reading selections to learning and life.	
f. Explore significant words to be encountered in the text.	
g. Make predictions about text.	
h. Relate text to prior personal experiences or opinions as well as previously read print and non-print texts.	
6.1.08 Use active comprehension strategies to derive meaning while reading and to check for understanding after reading.	
a. Derive meaning while reading by	
1. continuing to formulate clarifying questions while reading.	
2. predicting outcomes, state reasonable generalizations, and draw conclusions from the reading selection based on prior knowledge and information.	
3. using metacognitive and self-monitoring strategies while reading (e.g. pausing, rereading, recognizing miscues, consulting other sources, reading ahead, asking for help).	
4. engaging in reading between the lines (i.e. stating implied information).	TE: 395

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5. continuing to create mental pictures from abstract information.	TE: 395
6. continuing to relate text to prior personal experiences or opinions as well as previously read print and non-print texts.	TE: 395
7. continuing to make inferences.	PE: 19, 25, 29, 37, 38, 48, 50, 59, 61, 62, 67, 68, 74, 109, 115, 116, 121, 122, 128, 133, 140, 145, 146, 151, 156, 158, 176, 181, 187, 192, 194, 205, 206, 223, 224, 228, 229 TE: 19, 25, 29, 37, 38, 48, 50, 59, 61, 62, 67, 68, 74, 109, 115, 116, 121, 122, 128, 133, 140, 145, 146, 151, 156, 158, 176, 181, 187, 192, 194, 205, 206, 223, 224, 228, 229
8. verifying or modifying prereading purpose as additional information is obtained.	
9. exploring ways to interact with text (e.g., mark the text, use post-it notes, ask questions and make comments within the text).	
b. Derive meaning after reading by	
1. indicating the sequence of events.	PE: 221 TE: 221
2. recognizing and stating the main idea/central element in a given reading selection noting details that support the main idea/central element.	
3. identifying the author's purpose.	
4. discussing similarities and differences in events and characters using evidence cited from the text or various texts.	
5. finding contextual support for responses to questions, for assistance in formulating ideas and opinions, and for supporting personal responses (i.e. grounding students in the text).	
6. determining cause and effect relationships.	
7. determining whether a given statement is a fact or an opinion.	
8. identifying and interpreting figurative language (idioms, similes, metaphors, hyperboles, personification, imagery, puns).	PE: 29 TE: 29

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9. demonstrating an understanding of stated and implied themes and recognizing that themes recur throughout literature.	
10. reflecting upon comprehension strategies used to make meaning from texts.	
11. making connections among various print (e.g. other stories) and non-print texts (e.g., movies, photographs, artwork).	PE: 21, 45 TE: 21, 45
12. making connections among the various literary genres and themes with personal, historical, and cultural experiences.	
6.1.09 Refine study skills and develop methods of research to enhance learning.	
a. Use and discern appropriate reference sources in various formats (e.g., encyclopedias, card/electronic catalogs, almanacs, periodicals, Internet).	
b. Recognize media (e.g., on-line catalog, non-fiction books, encyclopedias, CD-ROM, references, Internet) as resources for viewing, reading, and representing information.	PE: 171 TE: 171
c. Use current technology (e.g., the Internet, CD-ROMs, online catalogs) as a research communication tool.	PE: 171 TE: 171
d. Understand a variety of reference sources (biographical sketches, letters, diaries, encyclopedia, periodicals, procedural manuals).	
e. Distinguish between primary and secondary source documents.	
f. Continue to use the dictionary, glossary, thesaurus, and other word-referenced materials to eliminate word problems.	PE: 14–15, 20, 26, 32, 38, 44, 56, 62, 68, 74, 80, 92, 98, 104, 110, 116, 128, 134, 146, 152, 164, 176, 182, 188, 200, 206, 212, 218, 224, 284–285, 286 TE: 14–15, 20, 26, 32, 38, 44, 56, 62, 68, 74, 80, 92, 98, 104, 110, 116, 128, 134, 146, 152, 164, 176, 182, 188, 200, 206, 212, 218, 224, 284–285, 286
g. Use skimming and scanning skills.	
h. Retrieve, organize, and represent information to demonstrate effectively knowledge acquired.	PE: 159 TE: 159
i. Develop notes that include important concepts, summaries, and identification of reference sources.	

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j. Identify various forms of media and consider their impact on daily life.	
k. Demonstrate knowledge of propaganda techniques (i.e. bandwagon, loaded words, testimonials).	PE: 75 TE: 75
l. Use a variety of materials to prepare a research paper that includes a title page and list of sources.	PE: 159 TE: 159
6.1.10 Develop skills to facilitate reading in the content areas.	
a. Develop and maintain vocabulary specific to content areas and to current events.	PE: 23, 29, 35, 41, 47, 59, 65, 77, 83, 95, 101, 107, 113, 119, 131, 137, 143, 149, 155, 167, 173, 179, 185, 191, 203, 209, 215, 221, 227 TE: 23, 29, 35, 41, 47, 59, 65, 77, 83, 95, 101, 107, 113, 119, 131, 137, 143, 149, 155, 167, 173, 179, 185, 191, 203, 209, 215, 221, 227
b. Locate information using available text features (e.g., tables of content, maps, timelines, charts, graphics, indexes, glossaries, and footnotes).	PE: 3-17, 253-363 TE: 3-17, 253-363
c. Continue to apply comprehension skills and strategies to informational text in the content areas.	
d. Continue to use self-correction strategies while reading (pausing, rereading, consulting other sources, asking for help).	
e. Interact with the text (e.g., mark the text, use post-it notes, ask questions and make comments within the text).	
f. Analyze the reliability of sources by examining the authors' backgrounds.	
6.1.11 Read independently for a variety of purposes.	
a. Read for literary experience.	
b. Read to gain information.	
c. Read to perform a task.	
d. Read for enjoyment.	PE: 20 TE: 20
e. Read to expand vocabulary.	PE: 21, 27, 33, 39, 45, 51, 57, 63, 69, 75, 81, 87, 93, 99, 105, 111, 117, 123, 129, 135, 141, 147, 153, 159, 165, 171, 177, 183, 189, 195, 201, 207, 213, 219, 225, 231 TE: 21, 27, 33, 39, 45, 51, 57, 63, 69, 75, 81, 87, 93, 99, 105, 111, 117, 123, 129, 135, 141, 147, 153,

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	159, 165, 171, 177, 183, 189, 195, 201, 207, 213, 219, 225, 231
f. Read to build fluency.	This skill is practiced throughout each lesson.
6.1.12 Experience and explore the elements of various literary and media genres.	
a. Read, view, and recognize various literary (e.g., short stories, novels, plays, legends, poetry, autobiographies/biographies, non-fiction of high interest) and media (e.g. music, films, videos, documentaries, the arts, photographs) genres.	PE: 21, 33, 41, 45, 71, 83, 87, 93, 101, 113, 137, 143, 147, 159, 167, 177, 191, 201, 213, 215, 221
b. Recognize the elements of each literary and media genre.	PE: 33, 45, 87, 177, 201, 213
c. Identify the theme and determine if theme is stated or implied.	
d. Recognize that certain themes recur and be familiar with commonly recurring themes.	
e. Identify the plot element of exposition (i.e. introduction of characters, setting, and conflict) in print and non-print text.	PE: 33, 45, 87, 177, 201, 213
f. Explore the author's development of characters/characterization (e.g., through words, speeches, actions, thoughts, narrator's comments, interactions with other characters, motivations).	PE: 33, 45, 87, 177, 201, 213
g. Identify the characteristics of stereotypical and realistic characters.	PE: 201
h. Explore how an author creates mood to set a tone.	TE: 32
i. Compare and contrast the elements of plot between or among stories.	
j. Determine the narrator's/author's point of view (i.e. first person or third person).	
k. Summarize and paraphrase selected passages for discussion and/or written assignments or presentations.	
l. Demonstrate knowledge of similes, metaphors, personification, imagery, and symbolism.	PE: 29 TE: 29, 32
m. Explore deductive reasoning to facilitate and to extend understanding of texts.	

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n. Explore the concepts of foreshadowing and flashback.	
6.1.13 Develop and sustain a motivation for reading.	
a. Visit libraries/media centers, book fairs, bookstores, and other print rich environments to explore books.	
b. Use personal criteria to select reading material (personal interest, knowledge of authors, text difficulty, text genres, recommendation of others).	TE: 20
c. Read daily from self-selected materials.	
d. Relate literary experiences (book discussions, literary circles, writing, oral presentations, artistic expressions).	
e. Experience and develop an awareness of literature that reflects a diverse society.	
f. Maintain a personal reading list/or reading log/journal to reflect reading gains and accomplishments.	
g. Engage in reading as a leisure time activity.	
Performance Indicators State	
At Level 1, the student is able to	
6.1.spi.1. use knowledge of root words, affixes, syllabication and/or spelling patterns as aids in determining meaning within context.	PE: 26, 38, 63, 74, 102, 108, 116, 126, 132, 139, 140, 150, 152, 168, 170, 182, 188, 204, 218 TE: 26, 38, 63, 74, 102, 108, 116, 126, 132, 139, 140, 150, 152, 168, 170, 182, 188, 204, 218
6.1.spi.2. determine whether a given statement within a passage is fact or fiction.	
6.1.spi.3. indicate sequence of events in print and non-print texts.	PE: 173, 221 TE: 173, 221
6.1.spi.4. predict future events of a passage.	
6.1.spi.5. select appropriate synonyms, antonyms, and homonyms within context.	PE: 20, 49, 74, 85, 86, 121, 122, 156, 164, 193, 194, 230 TE: 20, 49, 74, 85, 86, 121, 122, 156, 164, 193, 194, 230
6.1.spi.6. use context clues, dictionaries, thesauruses, electronic sources, and glossaries as aids in determining the meanings of unfamiliar words.	PE: 20, 32, 68, 128, 182, 286 TE: 20, 32, 68, 128, 182, 286

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6.1.spi.7. select questions to clarify thinking.	
6.1.spi.8. use common text features to make meaning from text (i.e., newspapers and textbooks).	This skill is practiced throughout each lesson.
6.1.spi.9. evaluate text for fact and opinion.	

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At Level 2, the student is able to	
6.1.spi.10. recognize and use grade appropriate and/or content specific vocabulary within context.	PE: 23, 29, 35, 41, 47, 59, 65, 71, 77, 83, 95, 101, 107, 113, 119, 131, 137, 143, 149, 155, 167, 173, 179, 185, 191, 203, 209, 215, 221, 227 TE: 23, 29, 35, 41, 47, 59, 65, 71, 77, 83, 95, 101, 107, 113, 119, 131, 137, 143, 149, 155, 167, 173, 179, 185, 191, 203, 209, 215, 221, 227
6.1.spi.11. locate information using available text features.	This skill is practiced throughout each lesson.
6.1.spi.12. recognize that purpose determines text format.	
6.1.spi.13. analyze the effects of sound in context (i.e., onomatopoeia, alliteration, accent, rhyme, and repetition).	PE: 92, 175 TE: 92, 175
6.1.spi.14. choose the correct meaning of multiple meaning words in context.	PE: 68, 74, 128, 182 TE: 68, 74, 128, 182
6.1.spi.15. locate and verify information to support opinions, predictions, and conclusions.	
6.1.spi.16. identify stated or implied cause and effect relationships.	
6.1.spi.17. draw inferences from selected texts.	
6.1.spi.18. analyze the use of similes, metaphors, personification, and hyperbole within context.	PE: 29 TE: 29
6.1.spi.19. select sources from which to gather information on a given topic and determine their reliability.	
6.1.spi.20. distinguish among various literary genres (e.g., poetry, drama, fiction, and non-fiction).	PE: 21, 33, 41, 45, 71, 83, 87, 93, 101, 113, 137, 143, 159, 167, 177, 191, 201, 215, 221
6.1.spi.21. determine the main ideas of a plot, their causes, how they influence future actions, and how they are resolved.	PE: 33, 45, 87, 177, 213
6.1.spi.22. recognize the first person point of view in literature.	
6.1.spi.23. select an appropriate summary statement and determine whether the theme is stated or implied.	

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At Level 3, the student is able to	
6.1.spi.24. specify a logical word choice to complete an analogy using synonyms, antonyms, categories, subcategories, whole/part, and functions.	PE: 20, 31, 48, 49, 56, 61, 85, 86, 92, 103, 120, 122, 140, 145, 157, 158, 164, 175, 193, 194, 199, 212, 228, 230 TE: 20, 31, 48, 49, 56, 61, 85, 86, 92, 103, 120, 122, 140, 145, 157, 158, 164, 175, 193, 194, 199, 212, 228, 230
6.1.spi.25. identify patterns of rhyme and rhythm.	PE: 175 TE: 175
6.1.spi.26. determine the author's purpose for writing a selection (i.e., to inform, to persuade, to entertain, to share emotions).	PE: 69, 75, 99, 231 TE: 69, 75, 99, 231
6.1.spi.27. recognize common propaganda techniques (i.e. bandwagon, loaded words, and testimonials).	PE: 75 TE: 75
Performance Indicators Teacher	
At Level 1, the student is able to	
6.1.tpi.1. read orally, using appropriate expression, pronunciation and rate.	TE: 25, 43, 55, 97, 151, 169, 181, 211
6.1.tpi.2. use self-correction (metacognitive) strategies while reading (e.g., rereading, reading ahead, identifying miscues).	This skill is practiced throughout each lesson.
6.1.tpi.3. recognize and read fluently from various literary genres (e.g., poetry, drama, novels, short stories, fantasies, and legends).	
6.1.tpi.4. summarize orally what has been learned or read.	
6.1.tpi.5. demonstrate active listening in both formal and informal settings, while modeling accepted conversational conventions.	This skill is practiced throughout each lesson.
6.1.tpi.6. use learned strategies to determine the meaning of unfamiliar words.	PE: 20, 32, 68, 128, 182, 286 TE: 20, 32, 68, 128, 182, 286
6.1.tpi.7. set a purpose for reading.	
6.1.tpi.8. make creative responses to texts.	
At Level 2, the student is able to	
6.1.tpi.9. preview text and organize prior knowledge (e.g., webbing, mapping, listing).	PE: 195 TE: 101, 195

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6.1.tpi.10. express personal reactions to a text and/or relate the selection to personal experience.	
6.1.tpi.11. design and deliver an oral presentation using props or visual aids and incorporating several sources, including other content areas.	
6.1.tpi.12. show similarities and differences in literary elements among texts.	
6.1.tpi.13. make connections between two or more literary texts.	
6.1.tpi.14. make inferences and recognize unstated assumptions.	
6.1.tpi.15. read daily and independently from self-selected materials.	
6.1.tpi.16. interact with text(s) (e.g., ask questions, make comments, and use post-it notes).	
6.1.tpi.17. apply comprehension strategies to texts in the content areas.	This skill is practiced throughout each lesson.
6.1.tpi.18. build vocabulary by reading a wide variety of texts and genres.	
6.1.tpi.19. recognize, create, and discuss the techniques of propaganda (e.g., bandwagon, loaded words, testimonials).	PE: 75 TE: 75
6.1.tpi.20. read fluently basic grade appropriate selections.	This skill is practiced throughout each lesson.
6.1.tpi.21. explore statements in context and give support for determination as fact or opinion.	
6.1.tpi.22. use metacognition and self-monitoring strategies while reading (e.g., pausing, rereading, identifying miscues, consulting other sources, and reading ahead).	

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At Level 3, the student is able to	
6.1.tpi.23. identify how culture, ethnicity, and historical eras are represented in literary texts.	PE: 23, 59, 83, 95, 101, 159, 167, 191
6.1.tpi.24. relate texts to prior personal and historical experiences, as well as to previously read print and non-print media.	
6.1.tpi.25. use media and current technology as a research and communication tool to view, read, and represent information.	PE: 171
6.1.tpi.26. develop vocabulary by reading from a wide variety of texts and literary genres.	PE: 23, 29, 35, 41, 47, 59, 65, 71, 77, 83, 95, 101, 107, 113, 119, 131, 137, 143, 155, 167, 173, 179, 191, 209, 215, 221, 227 TE: 23, 29, 35, 41, 47, 59, 65, 71, 77, 83, 95, 101, 107, 113, 119, 131, 137, 143, 155, 167, 173, 179, 191, 209, 215, 221, 227
6.1.tpi.27. use content specific vocabulary.	PE: 23, 29, 35, 41, 47, 59, 65, 71, 77, 83, 95, 101, 107, 113, 119, 131, 137, 143, 155, 167, 173, 179, 191, 209, 215, 221, 227 TE: 23, 29, 35, 41, 47, 59, 65, 71, 77, 83, 95, 101, 107, 113, 119, 131, 137, 143, 155, 167, 173, 179, 191, 209, 215, 221, 227
Writing Accomplishments	
6.2.01 Engage in prewriting, using a variety of strategies.	
a. Generate, focus, and organize ideas through brainstorming, mapping and webbing, and classroom discussions.	PE: 14 TE: 14
b. Use print and non-print materials along with prior knowledge to provide background for writing.	
c. Develop writing by using appropriate organizational strategies, including outlining and other graphic organizers, to show evidence of a prewriting plan.	PE: 21, 27, 33, 39, 45, 51, 57, 63, 69, 75, 81, 87, 93, 99, 105, 111, 117, 123, 129, 135, 141, 147, 153, 159, 165, 171, 177, 183, 189, 195, 201, 207, 213, 219, 225, 231 TE: 21, 27, 33, 39, 45, 51, 57, 63, 69, 75, 81, 87, 93, 99, 105, 111, 117, 123, 129, 135, 141, 147, 153, 159, 165, 171, 177, 183, 189, 195, 201, 207, 213, 219, 225, 231
d. Select and limit a topic.	
e. Determine appropriate audience (i.e., personal).	

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f. Establish a purpose for writing (e.g., to inform, to describe, to explain, to persuade).	PE: 123, 231 TE: 123, 231
6.2.02 Write for a variety of audiences and purposes.	
a. Determine the intended audience (i.e., a focus on personal audiences including classmates, family, friends, teachers, school, and community).	This skill is practiced throughout each lesson.
b. Identify the mode, the usage level, and conventions for appropriate sharing of information with the selected personal audience.	This skill is practiced throughout each lesson.
c. Continue to write competently in the narrative and descriptive modes.	PE: 51, 113, 123 TE: 51, 113, 123
d. Explore writing in the expository mode.	PE: 57, 93, 111, 131, 135, 141, 159, 207, 213, 224 TE: 57, 93, 111, 131, 135, 141, 159, 207, 213, 224
e. Write in response to expository prompts.	PE: 57, 93, 111, 131, 135, 141, 159, 207, 213, 224 TE: 57, 93, 111, 131, 135, 141, 159, 207, 213, 224, 233-T2
f. Write personal reflections to experiences and events.	PE: 51, 195 TE: 51, 195
g. Produce original works of creative and imaginative writings.	PE: 21, 27, 33, 39, 45, 51, 57, 63, 69, 75, 81, 87, 93, 99, 105, 111, 117, 123, 129, 135, 141, 147, 153, 159, 165, 171, 177, 183, 189, 195, 201, 207, 213, 219, 225, 231 TE: 21, 27, 33, 39, 45, 51, 57, 63, 69, 75, 81, 87, 93, 99, 105, 111, 117, 123, 129, 135, 141, 147, 153, 159, 165, 171, 177, 183, 189, 195, 201, 207, 213, 219, 225, 231
h. Write to acquire knowledge (e.g., express, organize, and clarify thinking, take notes, synthesize information, enhance communication).	
6.2.03 Compose drafts of written works.	
a. Use prewriting plan to guide the first draft.	PE: 14 TE: 14
b. Write and think freely while drafting.	PE: 14 TE: 14
c. Select mode based on purpose.	
d. Develop a thesis statement appropriate to topic.	
e. Present sufficient knowledge of topic to reflect background and understanding	PE: 231 TE: 231

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f. Compose the draft with an introduction, a body, and a conclusion.	
g. Use precise language including vivid words, colorful modifiers, and figurative language.	
h. Develop sentences that are clear, varied, and appropriate to the audience.	PE: 231 TE: 231
6.2.04 Show evidence of and determine appropriate revisions within the written draft.	
a. Revise writing to focus on purpose.	PE: 14–15 TE: 14–15
b. Evaluate and determine if word choices are appropriate for the target audience.	
c. Evaluate and revise writing to focus on fluency of thought and coherence (e.g., sentences and paragraphs flow smoothly together, evidence of syntactic variety/varied sentence structures).	
d. Evaluate and determine the effectiveness of the organization of the written draft (e.g., chronological order or sequence maintained, creative introduction, appropriate thesis, supportive statements, and effective transitions).	PE: 231 TE: 231
e. Evaluate and revise writing to insure consistent development of ideas (e.g., appropriate and logical reasoning, key ideas covered, evidence of support for ideas, examples used, supportive statistics).	
f. Explore the use of words and phrases that create mood to establish a tone.	TE: 32
g. Analyze writing for clarity of thought.	

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6.2.05 Include editing before the completion of finished work.	
a. Edit for elements of language.	PE: 14–15 TE: 14–15
b. Proofread using prior knowledge and reference materials.	PE: 21, 27, 33, 39, 45, 51, 57, 63, 69, 78, 81, 87, 93, 99, 105, 111, 117, 123, 129, 135, 141, 147, 153, 159, 165, 171, 177, 183, 189, 195, 201, 207, 213, 219, 225, 231 TE: 21, 27, 33, 39, 45, 51, 57, 63, 69, 78, 81, 87, 93, 99, 105, 111, 117, 123, 129, 135, 141, 147, 153, 159, 165, 171, 177, 183, 189, 195, 201, 207, 213, 219, 225, 231
c. Create readable documents.	This skill is practiced throughout each lesson.
6.2.06 Evaluate own and others' writing.	
a. Develop and use a rubric for evaluation of writing focused on specific skills.	
b. Make appropriate suggestions for improvement, using the Tennessee State assessment rubric.	TE: 233-T2
c. Recognize the strengths, errors, and challenges in peers' writing.	
d. Evaluate improvements made in own and others' work.	
6.2.07 Experience numerous publishing opportunities.	
a. Produce a variety of written works suitable for publication and/or sharing.	PE: 21, 27, 33, 39, 45, 51, 57, 63, 69, 75, 81, 87, 93, 99, 105, 111, 117, 123, 129, 135, 141, 147, 153, 159, 165, 171, 177, 183, 189, 195, 201, 207, 213, 219, 225, 231 TE: 21, 27, 33, 39, 45, 51, 57, 63, 69, 75, 81, 87, 93, 99, 105, 111, 117, 123, 129, 135, 141, 147, 153, 159, 165, 171, 177, 183, 189, 195, 201, 207, 213, 219, 225, 231
b. Use multiple technological resources to prepare and present work.	PE: 15
c. Identify opportunities for publication (e.g., school bulletin boards and publications, board of education bulletin boards and publications, Internet websites, newspaper/periodicals).	PE: 141
6.2.08 Write in the expository mode.	

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a. Write in response to expository prompts, including frequent opportunities for timed writing.	TE: 233-T2
b. Write frequently in the expository mode.	PE: 57, 93, 111, 131, 135, 141, 159, 207, 213, 224 TE: 57, 93, 111, 131, 135, 141, 159, 207, 213, 224
c. State a thesis with relevant supporting details.	
d. Determine the appropriate organizational format for an expository essay.	
e. Explore models of expository writing through reading.	
f. Determine an appropriate title that creatively reflects the topic.	PE: 20, 62 TE: 20, 62
g. Determine the qualities of strong introductory and concluding paragraphs to enrich writing assignments.	
h. Explain/illustrate key ideas clearly.	
i. Incorporate varied expository structures (i.e., compare/contrast and question/answer).	
j. Apply the Tennessee State assessment rubric to an expository essay.	
k. Continue to demonstrate facility in the use of language.	This skill is practiced throughout each lesson.
6.2.09 Write frequently across all content areas.	
a. Produce a variety of creative works utilizing knowledge from the content areas (e.g., journals, magazines, poems, letters to the editor, dialogues between famous people, WebPages).	PE: 21, 27, 33, 39, 45, 51, 57, 63, 69, 75, 81, 87, 93, 99, 105, 111, 117, 123, 129, 135, 141, 147, 153, 159, 165, 171, 177, 183, 189, 195, 201, 207, 213, 219, 225, 231 TE: 21, 27, 33, 39, 45, 51, 57, 63, 69, 75, 81, 87, 93, 99, 105, 111, 117, 123, 129, 135, 141, 147, 153, 159, 165, 171, 177, 183, 189, 195, 201, 207, 213, 219, 225, 231
b. Produce a variety of technical works utilizing knowledge from the content areas (e.g., explanations of projects, science experiment projects, demonstrations, editorials, documents).	
c. Research topics and organize gathered information from the content areas into presentable documents.	PE: 159 TE: 159
d. Compose and respond to original questions and/or problems from all content areas.	

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e. Respond expressively and creatively to the arts incorporating the arts into all content areas.	
f. React and respond to content area information in creative ways (e.g., create graphic, non-text essays; write and design a children's book).	
6.2.10 Write expressively in order to develop an effective writing style.	
a. View, read, and/or listen to examples of various writing styles and modes.	This skill is practiced throughout each lesson.
b. Demonstrate the use of vivid words (e.g., action verbs, figurative language).	PE: 81
c. Support ideas through use of sensory details and/or concrete examples.	PE: 81
d. Use a variety of sentence structures.	
e. Select appropriate transitional devices.	
f. Develop a consistent voice in original works.	
6.2.11 Write in response to literature.	
a. Express ideas or opinions through creative responses to a variety of literary forms and genres.	
b. Write basic character analyses.	
c. Demonstrate through writing an understanding of the elements of literature (i.e., setting and characters).	
d. Compare and contrast themes, settings, and characters, from a variety of literary selections and genres.	
e. Write creative, imaginative, and original responses to literature (e.g., poems, raps, stories, commercials).	
6.2.12 Write in a variety of modes and genres.	
a. Write works of fiction in the descriptive mode (e.g., short stories, t.v. scripts, fables, tall tales).	PE: 45, 87, 177 TE: 45, 87, 177
b. Write poetry (e.g., haiku and bio-poem).	
c. Write biographical/autobiographical sketches with specific actions and significant details.	

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d. Continue to write friendly and business letters.	PE: 27, 99, 117, 119 TE: 27, 99, 117, 119
e. Write diaries and journals in the narrative mode.	PE: 81, 105, 183 TE: 81, 105, 183
f. Write and select appropriate mode for announcements, short scripts for radio, commercials, and letters to the editor.	This skill is practiced throughout the program.
g. Develop and write personal essays for portfolio.	PE: 195 TE: 195
h. Compose technical writing (e.g., directions to a geographical location, a recipe).	PE: 173 TE: 173
i. Compile gathered information into a written research paper.	PE: 159 TE: 159
j. Explore writing in the persuasive mode.	PE: 99, 231 TE: 99, 231
6.2.13 Locate and analyze information to prepare written works and presentations.	
a. Use dictionaries, thesauruses, and other word reference materials.	PE: 20, 32, 38, 62, 68, 98, 104, 128, 134, 164, 176, 182, 218, 258, 286 TE: 20, 32, 38, 62, 68, 98, 104, 128, 134, 164, 176, 182, 218, 258, 286
b. Utilize resources available in the media center.	
c. Conduct or read interviews to use as a primary source.	
d. Examine journals, diaries, and narratives as support for research.	PE: 159 TE: 159
e. Use computer technology to find information and to create reports and presentations.	PE: 171 TE: 171
f. Use examples and details collected from available resources.	
Performance Indicators State	
At Level 1, the student is able to	
6.2.spi.1. complete a graphic organizer (i.e., clustering, listing, mapping, and webbing) with information from notes for a writing selection.	TE: 395
6.2.spi.2. select an appropriate title that reflects the	

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topic of a written selection.	
6.2.spi.3. identify the purpose for writing (i.e., to inform, to describe, to explain, to persuade).	PE: 51, 87, 123, 159, 195, 231 TE: 51, 87, 123, 159, 195, 231
6.2.spi.4. identify the audience for which a text is written.	
6.2.spi.5. identify the most reliable sources of information for preparing a report or project.	
At Level 2, the student is able to	
6.2.spi.6. rearrange multi-paragraphed work in a logical and coherent order.	
6.2.spi.7. select appropriate time-order or transitional words/phrases to enhance the flow of a writing sample.	
6.2.spi.8. select an appropriate concluding sentence for a well-developed paragraph.	
6.2.spi.9. select the best way to combine sentences to provide syntactic variety within context.	
6.2.spi.10. identify sentences irrelevant to a paragraph's theme or flow.	
6.2.spi.11. choose the supporting sentence that best fits the context and flow of ideas in a paragraph.	
6.2.spi.12. supply a missing piece of information in an outline.	
At Level 3, the student is able to	
6.2.spi.13. select an appropriate thesis statement for a writing sample.	
6.2.spi.14. rank possible research resources according to reliability.	
6.2.spi.15. select illustrations, descriptions, and/or facts to support key ideas.	PE: 173 TE: 173
Performance Indicators Teacher	
At Level 1, the student is able to	
6.2.tpi.1. write frequently to narrative and descriptive prompts, including frequent opportunities for timed writing.	This skill is practiced throughout each lesson.

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6.2.tpi.2. use a variety of prewriting strategies.	PE: 14 TE: 14
6.2.tpi.3. share written work with others.	PE: 21, 27, 33, 39, 45, 51, 57, 63, 69, 75, 81, 87, 93, 99, 105, 111, 117, 123, 129, 135, 141, 147, 153, 159, 165, 171, 177, 183, 189, 195, 201, 207, 213, 219, 225, 231 TE: 21, 27, 33, 39, 45, 51, 57, 63, 69, 75, 81, 87, 93, 99, 105, 111, 117, 123, 129, 135, 141, 147, 153, 159, 165, 171, 177, 183, 189, 195, 201, 207, 213, 219, 225, 231
6.2.tpi.4. write well-developed stories and summaries.	PE: 45, 87, 177 TE: 45, 87, 177
6.2.tpi.5. use grade level appropriate vocabulary when writing.	PE: 21, 27, 33, 39, 45, 51, 57, 63, 69, 75, 81, 87, 93, 99, 105, 111, 117, 123, 129, 135, 141, 147, 153, 159, 165, 171, 177, 183, 189, 195, 201, 207, 213, 219, 225, 231 TE: 21, 27, 33, 39, 45, 51, 57, 63, 69, 75, 81, 87, 93, 99, 105, 111, 117, 123, 129, 135, 141, 147, 153, 159, 165, 171, 177, 183, 189, 195, 201, 207, 213, 219, 225, 231
6.2.tpi.6. recognize and use all steps in the writing process.	PE: 21, 27, 33, 39, 45, 51, 57, 63, 69, 75, 81, 87, 93, 99, 105, 111, 117, 123, 129, 135, 141, 147, 153, 159, 165, 171, 177, 183, 189, 195, 201, 207, 213, 219, 225, 231 TE: 21, 27, 33, 39, 45, 51, 57, 63, 69, 75, 81, 87, 93, 99, 105, 111, 117, 123, 129, 135, 141, 147, 153, 159, 165, 171, 177, 183, 189, 195, 201, 207, 213, 219, 225, 231
At Level 2, the student is able to	
6.2.tpi.7. produce a final revised draft suitable for sharing.	This skill is practiced throughout each lesson.
6.2.tpi.8. write with a sense of audience.	
6.2.tpi.9. write in a variety of forms and genres.	PE: 21, 27, 33, 39, 45, 51, 57, 63, 69, 75, 81, 87, 93, 99, 105, 111, 117, 123, 129, 135, 141, 147, 153, 159, 165, 171, 177, 183, 189, 195, 201, 207, 213, 219, 225, 231 TE: 21, 27, 33, 39, 45, 51, 57, 63, 69, 75, 81, 87, 93, 99, 105, 111, 117, 123, 129, 135, 141, 147, 153, 159, 165, 171, 177, 183, 189, 195, 201, 207, 213, 219, 225, 231
6.2.tpi.10. write creative, original and imaginative responses to literature.	

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6.2.tpi.11. compose notes that include important concepts.	
6.2.tpi.12. produce more than one draft.	This skill is practiced throughout each lesson.
6.2.tpi.13. evaluate own and others' narratives using the Tennessee Writing Assessment rubric.	
6.2.tpi.14. compare and respond to questions from all content areas.	
6.1.tpi.15. use correct page format.	
6.2.tpi.16. write personal reflections on experiences and events.	PE: 195 TE: 195
At Level 3, the student is able to	
6.2.tpi.17. demonstrate through writing an understanding of the elements of literature (e.g., setting and characters).	PE: 209 TE: 209
6.2.tpi.18. experience numerous publishing opportunities.	This skill is practiced throughout the program.
6.2.tpi.19. write a research report using multiple sources and notes taken from those sources.	PE: 159 TE: 159
6.2.tpi.20. conduct self-evaluation through editing one's own writing.	This skill is practiced throughout each lesson.
6.2.tpi.21. write to acquire knowledge.	
6.2.tpi.22. apply the Tennessee Writing Assessment rubric to an expository essay.	
6.2.tpi.23. continue to develop a voice and writing style.	
6.2.tpi.24. write frequently across the content areas.	PE: 21, 27, 33, 39, 45, 51, 57, 63, 69, 75, 81, 87, 93, 99, 105, 111, 117, 123, 129, 135, 141, 147, 153, 159, 165, 171, 177, 183, 189, 195, 201, 207, 213, 219, 225, 231 TE: 21, 27, 33, 39, 45, 51, 57, 63, 69, 75, 81, 87, 93, 99, 105, 111, 117, 123, 129, 135, 141, 147, 153, 159, 165, 171, 177, 183, 189, 195, 201, 207, 213, 219, 225, 231
6.2.tpi.25. develop a thesis statement.	
Elements of Language Accomplishments	
6.3.01 Demonstrate knowledge of standard English usage.	

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a. Use nouns appropriately (e.g., collective nouns, nouns as objects, predicate nouns).	PE: 69, 75, 81, 87, 99, 105, 111, 117, 123, 129, 135, 141, 147, 159 TE: 69, 75, 81, 87, 99, 105, 111, 117, 123, 129, 135, 141, 147, 159
b. Use verbs appropriately (e.g., agree with the subject in person and number, action verbs that take objects, linking verbs, helping verbs, verb phrases, verb tenses, regular and irregular verb forms).	PE: 69, 75, 81, 87, 99, 105, 111, 117, 123, 129, 135, 141, 147, 159 TE: 69, 75, 81, 87, 99, 105, 111, 117, 123, 129, 135, 141, 147, 159
c. Use pronouns appropriately (e.g., proper pronoun case, objects of prepositions, agreement with antecedents in person and number, indefinite, relative, and demonstrative pronouns).	PE: 69, 75, 81, 87, 99, 105, 111, 117, 123, 129, 135, 141, 147, 159 TE: 69, 75, 81, 87, 99, 105, 111, 117, 123, 129, 135, 141, 147, 159
d. Use adjectives appropriately (e.g., predicate adjectives, comparative and superlative forms).	PE: 69, 75, 81, 87, 99, 105, 111, 117, 123, 129, 135, 141, 147, 159 TE: 69, 75, 81, 87, 99, 105, 111, 117, 123, 129, 135, 141, 147, 159
e. Use adverbs appropriately (e.g., negatives, forms of comparative and superlative phrases).	PE: 69, 75, 81, 87, 99, 105, 111, 117, 123, 129, 135, 141, 147, 159 TE: 69, 75, 81, 87, 99, 105, 111, 117, 123, 129, 135, 141, 147, 159
f. Use conjunctions appropriately (e.g., coordinating, subordinating).	
g. Place prepositional phrases correctly according to the words they modify within the sentence.	
h. Use interjections appropriately.	
i. Recognize usage errors (e.g., double negatives, troublesome word pairs {accept/except, capitol/capital, principle/principal, between/among}).	PE: 69, 75, 81, 87, 99, 105, 111, 117, 123, 129, 135, 141, 147, 159 TE: 69, 75, 81, 87, 99, 105, 111, 117, 123, 129, 135, 141, 147, 159
j. Explore variations in the use of English in different parts of the country.	
6.3.02 Demonstrate knowledge of standard English mechanics.	
a. Continue the correct use of capitalization (e.g., proper adjectives, within quotations).	PE: 21, 27, 33, 39, 51, 93, 123, 165, 171, 183, 189, 195, 224, 231, 255 TE: 21, 27, 33, 39, 51, 93, 123, 165, 171, 183, 189, 195, 224, 231, 255
b. Demonstrate the correct use of commas (e.g., after introductory words, to set off appositive and interrupters, and before a coordinating	PE: 21, 27, 39, 45, 51, 57, 63, 87, 153, 177, 183, 189, 195, 201, 207, 213, 219, 231, 254, 255, 256, 257 TE: 21, 27, 39, 45, 51, 57, 63, 87, 153, 177, 183, 189,

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conjunction joining independent clauses to form compound sentences); colons (e.g., in business letters, preceding a list of items); semicolons (e.g., to combine sentences); quotation marks (e.g., with explanatory material within the quote, proper use with end marks).	195, 201, 207, 213, 219, 231, 254, 255, 256, 257
c. Continue to form singular and plural possessives using apostrophes.	PE: 256 TE: 256
d. Continue to write legibly.	PE: 362 TE: 362
6.3.03 Demonstrate knowledge of standard English spelling.	
a. Spell high-frequency words correctly.	This skill was presented at previous levels.
b. Spell correctly commonly misspelled words appropriate to grade level.	PE: 130, 184, 202, 222–223, 224, 225, 226–227 TE: 130, 184, 202, 222A–222B, 222–223, 224, 225, 226–227
c. Spell correctly words commonly used in content specific vocabulary.	PE: 23, 29, 35, 41, 47, 59, 65, 71, 77, 83, 95, 101, 107, 113, 131, 137, 143, 149, 155, 167, 173, 179, 185, 191, 209, 215, 221, 227 TE: 23, 29, 35, 41, 47, 59, 65, 71, 77, 83, 95, 101, 107, 113, 131, 137, 143, 149, 155, 167, 173, 179, 185, 191, 209, 215, 221, 227
d. Correctly spell affixed words (e.g., mis+spell=misspell; ready+ness=readiness.)	PE: 26, 66, 78, 102, 108, 116, 120, 121, 132, 134, 150, 152, 158, 162, 168, 170, 174, 186, 192–194, 216, 229 TE: 26, 66, 78, 102, 108, 116, 120, 121, 132, 134, 150, 152, 158, 162, 168, 170, 174, 186, 192–194, 216, 229
e. Proofread and edit for accuracy of spelling, using appropriate strategies to confirm spelling and to correct errors.	PE: 21, 27, 33, 39, 45, 51, 57, 63, 69, 75, 81, 87, 93, 99, 105, 111, 117, 123, 129, 135, 141, 147, 153, 159, 165, 171, 177, 183, 189, 195, 201, 207, 213, 219, 225, 231 TE: 21, 27, 33, 39, 45, 51, 57, 63, 69, 75, 81, 87, 93, 99, 105, 111, 117, 123, 129, 135, 141, 147, 153, 159, 165, 171, 177, 183, 189, 195, 201, 207, 213, 219, 225, 231
f. Determine correct spelling of words utilizing electronic and print tools (e.g., spell check, dictionaries, word walls, charts).	PE: 56, 284–285 TE: 56, 284–285
g. Maintain a consciousness toward correct spelling across the content areas.	PE: 23, 29, 35, 41, 47, 59, 65, 71, 77, 83, 95, 101, 107, 113, 131, 137, 143, 149, 155, 167, 173, 179, 185, 191, 209, 215, 221, 227

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	TE: 23, 29, 35, 41, 47, 59, 65, 71, 77, 83, 95, 101, 107, 113, 131, 137, 143, 149, 155, 167, 173, 179, 185, 191, 209, 215, 221, 227

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6.3.04 Demonstrate knowledge of correct sentence structure.	
a. Correct run-on sentences (fused or comma splice) (e.g., use punctuation, conjunctions, or other means to join or to separate the elements of a run-on sentence).	PE: 188, 286 TE: 188, 286
b. Correct sentence fragments by supplying the missing sentence elements.	PE: 231 TE: 231
c. Combine sentences using a variety of techniques (e.g., comma + coordinating conjunction, use of semicolon, introductory phrases and/or clauses).	PE: 188, 286 TE: 188, 286
d. Identify and use adjectival and adverbial phrases and clauses.	PE: 32, 116, 123 TE: 32, 116, 123
e. Use transitional words to indicate clear relationships within and among sentences and paragraphs.	
Performance Indicators State	
At Level 1, the student is able to	
6.3.spi.1. recognize usage errors occurring within context (e.g., double negatives, troublesome words: to, too, two; their, there, they're; lie, lay; sit, set).	PE: 69, 75, 81, 87, 99, 105, 111, 117, 123, 129, 135, 141, 147, 159 TE: 69, 75, 81, 87, 99, 105, 111, 117, 123, 129, 135, 141, 147, 159
6.3.spi.2. identify the correct spelling of plurals and possessives.	PE: 57, 63, 87, 144–145, 146, 147, 148–149, 256 TE: 57, 63, 89, 144A–144B, 144–145, 146, 147, 148–149, 256
6.3.spi.3. identify sentences with correct subject-verb agreement (person/number) within context.	PE: 69, 87 TE: 69, 87
At Level 2, the student is able to	
6.3.spi.4. identify the correct use of nouns (i.e., common/proper, singular/plural, possessives), pronouns (i.e., agreement, subject, object), verbs (i.e., action/linking, regular/irregular, agreement), adjectives (i.e., common/proper, comparative forms), and adverbs (i.e., comparative forms) within context.	PE: 69, 75, 81, 87, 89, 105, 111, 117, 123, 129, 135, 141, 147, 159 TE: 69, 75, 81, 87, 89, 105, 111, 117, 123, 129, 135, 141, 147, 159

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6.3.spi.5. identify the correct use of commas (i.e., compound sentences, coordinating conjunctions, introductory words, appositives, and interrupters) within context.	PE: 39, 51, 183, 195, 207, 219, 231, 257 TE: 39, 51, 183, 195, 207, 219, 231, 257
6.3.spi.6. choose the correct use of quotation marks and commas (i.e., in direct quotations, with explanatory material within the quote, proper use with end marks).	PE: 177, 201, 254 TE: 177, 201, 254
6.3.spi.7. identify correctly and incorrectly spelled words in context.	PE: 21, 27, 33, 39, 45, 51, 57, 63, 69, 75, 81, 87, 93, 99, 105, 111, 117, 123, 129, 135, 141, 147, 153, 159, 165, 171, 177, 183, 189, 195, 201, 207, 213, 219, 225, 231 TE: 21, 27, 33, 39, 45, 51, 57, 63, 69, 75, 81, 87, 93, 99, 105, 111, 117, 123, 129, 135, 141, 147, 153, 159, 165, 171, 177, 183, 189, 195, 201, 207, 213, 219, 225, 231
6.3.spi.8. identify within context a variety of appropriate sentence-combining techniques (i.e., comma + coordinating conjunction, use of semicolon, introductory phrases and/or clauses).	PE: 188, 286 TE: 188, 286
6.3.spi.9. choose the most appropriate interjection to complete a sentence.	
6.3.spi.10. identify the correct use of colons (i.e., in business letters, preceding a list of items) within context.	PE: 256 TE: 256
At Level 3, the student is able to	
6.3.spi.11. identify the correct use of prepositions and prepositional phrases within context.	
6.3.spi.12. identify the correct use of conjunctions (i.e., coordinating and subordinating) within context.	
6.3.spi.13. select the most appropriate method to correct a run-on sentence (i.e., conjunctions, semicolons, and periods to join or separate elements) within context.	PE: 219 TE: 219

Houghton Mifflin Spelling and Vocabulary
Grade 6
 correlated to
Tennessee Language Arts Standards of Learning

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Performance Indicators Teacher	
At Level 1, the student is able to	
6.3.tpi.1. write legibly.	PE: 362 TE: 362
6.3.tpi.2. spell high frequency and frequently misspelled words correctly.	PE: 130, 184, 202, 222–223, 224, 225, 226–227 TE: 130, 184, 202, 222A–222B, 222–223, 224, 225, 226–227
6.3.tpi.3. use appropriate language structure in oral and written language.	This skill is practiced throughout each lesson.
At Level 2, the student is able to	
6.3.tpi.4. correct own writing for correct spelling, capitalization, and punctuation.	TE: 21, 27, 33, 39, 45, 51, 57, 63, 69, 75, 81, 87, 93, 99, 105, 111, 117, 123, 129, 135, 141, 147, 153, 159, 165, 171, 177, 183, 189, 195, 201, 207, 213, 219, 225, 231
6.3.tpi.5. use simple, compound, and complex sentences appropriately in writing.	This skill is practiced throughout each lesson.
6.3.tpi.6. use dialog routinely in writing.	TE: 21, 147, 201
6.3.tpi.7. use singular and plural possessives correctly.	PE: 256 TE: 256
At Level 3, the student is able to	
6.3.tpi.8. recognize action verb and linking verb patterns.	
6.3.tpi.9. be aware of the proper placement of words, phrases, and clauses used as modifiers.	
6.3.tpi.10. write with clarity across all content areas.	TE: 21, 27, 33, 39, 45, 51, 57, 63, 69, 75, 81, 87, 93, 99, 105, 111, 117, 123, 129, 135, 141, 147, 153, 159, 165, 171, 177, 183, 189, 195, 201, 207, 213, 219, 225, 231
6.3.tpi.11. explore regional variations in English usage.	
6.3.tpi.12. develop a consciousness toward correct spelling across all subject areas.	PE: 23, 29, 35, 41, 47, 59, 65, 71, 77, 83, 95, 101, 107, 113, 131, 137, 143, 149, 155, 167, 173, 179, 185, 191, 209, 215, 221, 227 TE: 23, 29, 35, 41, 47, 59, 65, 71, 77, 83, 95, 101, 107, 113, 131, 137, 143, 149, 155, 167, 173, 179, 185, 191, 209, 215, 221, 227
6.3.tpi.13. place prepositional phrases correctly within the sentence according to their functions as	

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modifiers.	